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THIS PUBLICATION DISCUSSES APPROACHES TO THE SEARCH FOR ACADEMIC POTENTIAL AMONG DISADVANTAGED SECONDARY SCHOOL STUDENTS, PARTICULARLY THE EFFORTS OF THE NATIONAL SCHOLARSHIP SERVICE AND FUND FOR NEGRO STUDENTS (NSSFNS) TO MOTIVATE AND FINANCIALLY AID DISADVANTAGED STUDENTS TO ATTEND INTERRACIAL COLLEGES. BETWEEN 1952 AND 1954, THE NSSFNS SOUTHERN PROJECT HELPED 523 SOUTHERN NEGRO STUDENTS TO BE ACCEPTED AT A TOTAL OF 138 INTERGRATED COLLEGES. ALSO DESCRIBED ARE THE STEPS WHICH LOCAL COMMUNITIES MIGHT TAKE TO SEEK AND ENCOURAGE ACADEMIC POTENTIAL AMONG THE DISADVANTAGED. EFFORTS MADE IN THIS DIRECTION BY A COORDINATING COMMITTEE OF NEW YORK CITY EDUCATIONAL, AND SOCIAL ACTION, AND SOCIAL WELFARE ORGANIZATIONS ARE NOTED. THE PROCEDURES AND OBJECTIVES OF THE DEMONSTRATION GUIDANCE PROJECT IN NEW YORK CITY, A 6-YEAR TALENT SEARCH BEGINNING IN JUNIOR HIGH SCHOOL AND CONTINUING THROUGH HIGH SCHOOL, ARE ALSO OUTLINED. THIS DOCUMENT IS ALSO AVAILABLE FOR 50 CENTS FOR 1 TO 9 COPIES, 35 CENTS FOR 10-49 COPIES, AND 25 CENTS FOR 50 OR MORE, FROM THE NATIONAL SCHOLARSHIP SERVICE AND FUND FOR NEGRO STUDENTS, 6 EAST 82ND ST., NEW YORK, NEW YORK 10028. (LB)

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Blueprint for talent searching

AMERICA'S HIDDEN MANPOWER

by RICHARD L. PLAUT

UD 001 603

National Scholarship Service and Fund for Negro Students

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Foreword and acknowledgments

This publication, made possible by a grant from the Fund for the Advancement of Education of the Ford Foundation, is being made available to national, state, and community leaders in education and in government for information and guidance in planning local talent searching projects.

The National Scholarship Service and Fund for Negro Students, a nonprofit, tax-exempt organization, is prepared to offer its services upon request to communities interested in talent searching, for the purposes of consultation, stimulation, or technical assistance.

Blueprint for Talent Searching is based upon the following rationale:

1. Trained human intelligence is our most valuable resource.
2. We are failing to discover and to develop this most valuable resource by numbers, variously estimated, but surely in the hundreds of thousands of students each year.
3. The richest yield in the search for potential ability will be found among economically, culturally, and educationally deprived groups.
4. The lowest yield, especially among these groups, comes from waiting to tap the able until after they have already reached the twelfth grade.
5. Our financial investment, our applied energies, and our technical instruments for identifying and developing submerged talent have been wholly inadequate both in absolute terms and in terms of our national resources and educational budgets.

The NSSFNS Southern Project, which the author directed and on which *Blueprint for Talent Searching* is in part based (second chapter), was also made possible by a generous grant from the Fund for the Advancement of Education. Among the other organizations and individuals to whom NSSFNS is indebted for help in the Southern Project are the College En-

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RICHARD L. PLAUT *Executive Vice-Chairman*

National Scholarship Service and Fund for Negro Students

New York, 1957

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Why search for talent?

*B*ack in 1940, nobody worried much about deposits of uranium. Its fantastic potential lay unrecognized, except by a small group of scientists and far-sighted citizens. Yet down in the Belgian Congo, Edgar Sengier, head of the Union Minière, realized this potential. Secretly, and on his own responsibility, he had shipped to a New York storage warehouse more than a thousand tons of pitchblende, rich in uranium. As John Gunther told the story in *Inside Africa,* the Manhattan Project later went to Sengier for uranium. There, ready in New York, he had a beginning supply, and he offered to drain an abandoned and flooded Congo radium mine. At the mine great slag heaps were uncovered, low in profitable radium productivity, but high in ignored uranium.

Since those early days, new uranium deposits are eagerly sought and their products bought up. Such material resources as these are a major concern to our government and our economists.

Unfortunately, this is not the case with the most important resource of all — our manpower potential. We have failed to capitalize on our human possibilities. Educationally, we are mining perhaps a little more than half our radium, and none of our uranium. The radium consists of those able students who complete high school and are ready for college. Only about a quarter of them go on to higher education.

The uranium represents the "hidden reserve" — those who are not qualified college candidates at the twelfth grade, because of lack of motivation, cultural and economic deprivation, and often poor preparation, plus the far greater number who do not even reach the twelfth grade. Each year this potentially rich slag heap of the undereducated continues to lie almost untouched. According to Hollingshead in *Who Should Go to College?* about 55 percent of the students now in high school will not finish, and, of the nonfinishers, 20 percent will leave at the end of the tenth grade, when they reach the legal working age of sixteen. Of those who do go on to college, a solid 40 percent are blocked by lack of stimulus or financial or personal problems.

In its July, 1956, report, *Manpower and Education,* the Educational Policies Commission, one of the most important private planning groups in American education, pinpointed the problem. The EPC, spokesman for the National Education Association and the American Association of School Administrators, declared: "The nation has resources of needed talent not now adequately employed. There must be more effective education, for more and more people."

Where to search

Perhaps the most overlooked among the undereducated are such groups as the Negroes, the Puerto Ricans, the Mexican-Americans, the rural or migratory workers, and the American Indians, as well as most of those others of various ethnic origins who are in the lower social and economic levels all over our country. There is scarcely any scale by which to measure the losses to our manpower of these educationally ignored persons. A few statistics exist, although they hardly tell the full story. The U. S. Office of Indian Affairs reports that of all the Indians on tribal rolls in the United States — about 450,000 — only 2,300 were studying beyond high school in 1955–56. The children of the rural workers, particularly in the South, must work on the farms often long before they reach the legal school-leaving age of sixteen. The approximately 1,000,000 migrant workers who follow the crop harvests around the country all year are even worse off. Many of their children, constantly uprooted, are often more than three years behind in school work.

Thousands of Puerto Ricans, many of whom cannot speak English, have come to New York City to seek better employment and higher standards of living. New York now has a population of some 450,000 Puerto Ricans, twice the number who live in San Juan. A 1955 survey of the New York public schools by the Public Education Association showed that Puerto Rican children as well as Negroes, both victims of residential ghettoes, were receiving inferior educational opportunities. The survey revealed that in 639 New York elementary and junior high schools, 445 schools had enroll-

ments which were 90 percent or more Puerto Rican and Negro or, conversely, over 90 percent white. Far worse, the predominantly Negro and Puerto Rican schools were in many ways inferior to those in white districts.

The largest and, therefore, potentially the most fruitful of these undereducated groups is the Negro. Each year, roughly 2,000,000 young Americans reach the age of eighteen; about 500,000, or 25 percent of them, go to college. Of these 2,000,000, presumably at least 200,000 are Negroes. But only about 4,000 of the Negro group, or .08 percent annually, enter *interracial* colleges; another 20,000 (about 4 percent) enter Negro colleges in the South, where, usually, the educational advantages are not as great. The rest of the Negro high school graduates simply join the masses of those who drop out of high school or never start it.

What has been done?

In education, has anything been done to uncover new talent and nurse it along with needed funds? Dr. Kenneth B. Clark, Associate Professor of Psychology at the College of the City of New York, recently wrote in the *College Board Review:* "We have not yet solved the problem of how to discover, stimulate, use, and conserve trained human intelligence most efficiently. For increasingly obvious economic, social, political, international and, of course, humanitarian reasons, our nation cannot long afford to ignore these problems and it certainly cannot continue to permit this costly waste of human resources."

What has been done to eliminate this costly waste? Large-scale efforts have been made to ease at least the financial problems which face prospective college students. In the past two or three years, some $40,000,000 in new corporate and foundation scholarships have become available to able students who might not be able to afford four years of higher education. In 1956, it was estimated by John Stalnaker in *Current Issues in Higher Education* that at least $55,000,000 would be available to students for scholarship aid. The estimated need is $200,000,000 annually.

Although such scholarship programs are highly commendable, they are

inherently of little help to the culturally deprived groups. The winners of these awards have already demonstrated developed scholastic ability. They also *want* to go to college. Most of them would have gone on to college anyway; the financial help simply offered the sure means of getting there.

The National Merit Scholarships is the largest such program in the nation's history. In September, 1956, it sent to colleges 554 high school students, winnowed out of 60,000 original competitors who started to take the qualifying examinations. The National Merit scholars are getting $2,770,000 in educational aid, and the plan is a continuing and expanding enterprise which is attracting gifts from big business. Some corporations have also set up their own scholarship programs. General Motors expects that by 1958 it will be spending $5,000,000 annually to send 1,600 students to college each year. Westinghouse and General Electric have scholarship programs, as do many other large corporations.

There is a good chance, however, that these nationally competitive scholarship programs, worthy and needed as they are, may further widen instead of close the gap between present opportunities for higher education and genuine equal educational opportunities for everyone. These scholarships cannot reach the student who has had poor preparation in school, no books or good conversation at home to stimulate him, whose parents have failed to encourage him to go to college. He usually ends by not wanting to go himself.

Another factor that prevents deprived groups, especially Negroes, from benefiting from these highly competitive scholarship programs is that they have only a relatively brief educational tradition. Emancipated from slavery in 1863, Negroes had to wait until 1954 to be assured by the United States Supreme Court of a fact which they already knew: that separate education for whites and Negroes was not equal education.

Under present conditions, it is unlikely that more than 1 in every 1,000 of these nationally competitive awards is going to Negroes, who comprise 10 percent of the population. (Naturally, the scholarship sponsors do not ask if a candidate is white or Negro. The exact number of Negro winners is not known until they are visited on the college campuses.)

Negroes, furthermore, have long been aware that most of their schools in the South, and often the *de facto* segregated schools in the North, are rundown, poorly staffed, and short-handed. Second- and third-rate schooling for Negroes leaves them without the ability to compete with white students and robs them of the initiative to compete. Even the 1955 Speaker of the Georgia House of Representatives admitted recently that "Negro education in Georgia is a disgrace. What the Negro child gets in the sixth grade, the white child gets in the third."

For the bigot, as well as for the ignorant, the easiest way out of this embarrassing truth is to state flatly that the Negro has an inferior mind and thus can never compete with whites anyway. Exhaustive studies, as well as the achievements of outstanding Negroes, have proved this persistent chestnut to be completely untrue. In 1935, in his *Race Differences,* Otto Klineberg, Professor of Psychology at Columbia University, pointed out that white-Negro differences could be traced to differences in environment, socio-economic status, family educational background, and, finally, to lower motivation. Klineberg quoted test data gathered at the time of World War I which showed that Negroes in northern states had done better in intellectual tests than southern whites who had had fewer advantages. "It is safe to say," he wrote, "that, as the environment of the Negro approximates more closely that of the white, his inferiority tends to disappear."

The problem, then, is to *find* the talent among the undereducated, since it does not usually rise to the surface by itself. Following identification, when potentially talented young people are discovered, they must be *encouraged* and *motivated* and aided *financially.*

One of the weaknesses of the limited talent searching that has been done to date is that it has usually been of a specialized nature. Concern about shortages of scientists, teachers, and scientific farmers, for example, has led to recruitment of and scholarship inducements to students supposedly heading for each of these special fields. The trouble with this kind of effort is that the judgment of even bright high school students about their future careers is neither sound nor stable. The horizons searched, furthermore, are self-limiting, and, hence, the efforts are largely wasted.

It is the opinion of most educators that, if enough bright youngsters are identified, encouraged, and helped to get the best education available to them, in time each occupational field will get its share of them.

Summary

In summary, these then are the obvious conclusions about the development and use of our potential manpower:

A. Trained human intelligence is our most valuable resource.
B. We are failing to discover and to develop this most valuable resource by numbers variously estimated but surely in the hundreds of thousands of students each year.
C. The highest yield in the search for potential ability will be found among economically, culturally, and educationally deprived groups.
D. The lowest yield, especially among these groups, comes from waiting to identify the able until after they have already reached the twelfth grade.
E. Our financial investment, our applied energies, and our technical instruments for identifying and developing submerged talent have been wholly inadequate both in absolute terms and in terms of our national resources and educational budgets.

These are also hypotheses that the National Scholarship Service and Fund for Negro Students has been working on since 1948. NSSFNS — pronounced "Nessfeness" — seeks to increase opportunities for Negroes in interracial colleges and universities. In the eight years of its existence, NSSFNS has helped to place more than 4,000 students in over 300 different interracial colleges. More than $1,250,000 has been secured in scholarship aid from college and other sources, as well as awarded in direct supplementary grants. The drastic need for such an organization is evidenced by the fact that places could have been found for *five times* as many students, if qualified candidates had been available.

NSSFNS has found some fantastic talent among its Negro scholars. There is, for example, Nathaniel LaMar of Atlanta, Georgia. LaMar, a Negro

of the segregated South, is the son of a retired school teacher, a doctor's widow. NSSFNS arranged for him to finish his secondary education at one of our great boys' preparatory schools, Phillips Exeter Academy.

In his first year, Nat was swamped. Exposed to a stiff curriculum, he had to work long hours seven days a week to keep up his scholarship average. In his second year the enriched educational environment began to take hold; he was graduated in the top quarter of his class and was elected class poet. LaMar went on to Harvard with full scholarship help. He was graduated *summa cum laude* in 1955, a few days after *The Atlantic Monthly* published a story by this twenty-one-year-old youth. In addition, he won a Henry Fellowship for a year's study at Cambridge University in England. He is still writing (another story has been published by *The Atlantic Monthly*) and has returned to Harvard to work toward his doctorate.

To experiment with the methods and techniques of talent searching which could lead to the discovery of many more such able, college-qualified high school seniors and help them along to college with counseling and financial aid, the Fund for the Advancement of Education, established by the Ford Foundation, in 1953 gave NSSFNS a grant of $170,000 for "The Southern Project." The Project, while experimenting with methods of talent searching, would also try to estimate the potential of Negro students in the South who could qualify for college, and to ascertain the amount of their financial needs.

The Southern Project is probably the only one of its kind which has actually been carried out. In its two years' duration, more than 520 students were helped to move from segregated high schools to 138 non-segregated colleges in the North and South. About $260,000 in scholarship awards were given from college and Project funds. These 520 students, discovered in only *two* years, exceed the total for any other *ten* years in bringing southern Negro youngsters into the mainstream of American higher education.

The educational sights of students, parents, and school officials were raised appreciably in the 78 high schools in which the Project was carried on. At the same time, hopefully, younger students in the 45 Southern cities involved were awakened to greater effort by viewing tangible results.

The proof of talent

How were these young Negro boys and girls found? What were they like? How did they do in college? What conclusions can be drawn from their experiences? The answers to these questions tell the story of the Southern Project — and the stories of some of the talented students discovered and stimulated to go on to college, through it.

The NSSFNS Southern Project

One of these students is Frederick D. Browne; his father is an Elberton, Georgia, high school principal who holds an A.M. degree, and his mother is a teacher. Through the Southern Project young Browne was helped to move from his segregated high school to predominantly white Northwestern University in Evanston, Illinois. In his sophomore year he won four A's — in calculus, physics, mechanical drawing, and history. He entered his junior year in September of 1956 as an engineering student with that enviable academic record.

Another youngster who has managed to explode myths is Carole E. Waters of Washington, D. C. Unlike Browne, she had no tradition of higher education in her family; her father is dead and her mother is a messenger for the U. S. Treasury Department. Carole left Washington in 1953, with NSSFNS help, for Rockford College in Illinois. In her senior year she was elected president of the Student Government Association. A drama major, she maintained a B-minus average while participating heavily in extracurricular activities. She was named by her fellow students to the top student leadership position, and with all that she had her share of social life.

At DePauw University in Greencastle, Indiana, Milton E. Pharr, who was graduated in 1956, almost missed out completely because of his grades. At the end of his first year he came up with one B, two D's, and an F. He had attended a segregated high school in Gastonia, N. C., where his father and mother worked as a janitor and a domestic. They had each had a year

of college and wanted their son to take advantage of the opportunity offered by the Southern Project. After his poor start, Pharr became a successful English composition major and president of the literary magazine *Tusitalia,* as well as a varsity baseball player. His senior grades: four A's, a B, and a C.

These are only a few of thousands of notably successful young men and women whom NSSFNS (in its total program) has discovered — or rather, literally hunted out and moved up the educational ladder. The American economy today demands a college education of more and more of its workers. More of the good jobs each year are reserved for holders of the bachelor or higher degrees; increasingly, especially in the scientific fields, doctorates are also necessary. Those young people who do not have the chance to get a good college education are automatically handicapped in rising in the world — socially, culturally, economically.

Quite obviously, NSSFNS talent searching changes the lives of the students it finds and helps to college. And the upgrading continues; not just through the years of study, but right on through the students' future lives.

Project methods

How did the NSSFNS Southern Project begin to seek out these potentially talented youngsters? The testing and counseling tools were conventional. The direct approach methods and the generally deprived group searched were not. In this pioneer effort, NSSFNS went to one of America's most underprivileged groups to look for those it was sure were there to be found. The start was from scratch.

At the outset, two field directors visited the 45 Southern cities selected for the Project. Dr. Paul F. Lawrence, formerly of Howard University, and Donald W. Wyatt, of Fisk University, each made seven such visits to every one of the 45 cities. They first went, in September and October of 1953, to the 78 Negro high schools in those cities; what they found was discouraging. The school counselors had little time to offer guidance to their students, not through lack of interest, but simply because teaching schedules, super-

vision of extra-curricular activities, and disciplining the recalcitrant ate up their time. Most of the schools' planning for higher education was aimed at Negro institutions. No college applications were made until late spring, in accordance with Negro college schedules. This, of course, was much too late for northern institutions. Counselors had been asked in advance to assemble the top 10 percent of their senior classes to meet one of the field directors, who found that principals, students, and counselors were eager with questions about NSSFNS and its procedures. After the field directors handed out literature, they explained the earlier northern college deadlines and the scholarship opportunities.

On their second visit, soon afterwards, Lawrence and Wyatt gave to interested students a specially prepared two-hour version of the Scholastic Aptitude Test of the College Entrance Examination Board. In almost all of the schools, this was the first time that students had been asked to take such a test. Partly as a result of their inexperience with such tests, a large number of the students scored considerably below the national public school average. But the field directors and school principals realized that this, in many cases, was not due to any innate deficiency but rather to a deprived cultural background and inadequate preparation. Individual conferences with those students, whose test scores predicted even a ray of hope for academic success in college, helped them decide which northern institutions they would like to attend. They were urged to send for catalogues and application forms. Financial needs and scholarship opportunities were discussed. School records through the junior year, test scores, and interview impressions were sent on to the NSSFNS offices in New York, from which the field staff continually visits college campuses, learning about their admissions and financial aid policies and practices, as well as the racial attitudes of administrations and student bodies. Information about appropriate college and scholarship opportunities was returned to each qualified and interested student.

Between that second visit and the third one, the Negro high school students applied, or were asked to apply, to several recommended colleges. On the third visit, those who had not acted were helped to do so. In addition,

the field directors were ready to talk with any parents who wanted more detailed information about the important step their children were considering. On the fourth trip, the last of the 1953–54 series, students who had been accepted and had won college scholarships again discussed financial and other problems with Lawrence and Wyatt. If they still needed more funds, they were told to apply for supplementary scholarship aid from NSSFNS. Lawrence and Wyatt also spoke to the juniors at the various schools to advise them on summer work and senior year courses with an eye toward college applications. Thus, in the following year, 1954–55, only three rounds of field visits were necessary; a foundation of information and interest had already been laid. By the end of that school year, NSSFNS personnel were ready to add up the results and try to interpret them.

Project results

The results were amazingly good, considering the start from scratch. A total of 3,178 seniors, designated by school officials as the top 10 percent of their classes, took the scholastic aptitude tests during the two years. Of these, 1,732, or more than half, made at least the minimum qualifying score set by NSSFNS as the lowest possible indicator of success in college; this in spite of their test inexperience. In the first Project year the percentage qualifying was 49; in the second it was 59. Thus the two-year average was about 55 percent. It may seem that, since these students were the best in their class, the percentage of qualifying candidates was not particularly high. But in contrast to pre-Project years, the improvement was gratifying (see Table I), so was the improvement from the first year to the second. The qualifying score had been set as low as appeared safe for a prognosis of college success. Of those who made this score or above, 1,156 declared their desire to seek admission and scholarships at interracial colleges.

The NSSFNS staff helped these 1,156 young people to make their college choice. Eventually, 578 of them, about one third, completed their applications for admission and scholarship help before the college deadlines had passed. These 578, representing the top students, as well as those with the

Table I

Southern Project results

Year	Tested	Qualified	Applied	Admitted	Awarded Inter-racial College Scholar-ships	Awarded NSSFNS Supple-mentary Scholar-ships	Total Scholar-ship Amount
1952–53[a]	—	292[b]	118	68	30	30	$34,425
1953–54	1,485	737	234	224	129	70	$118,908
1954–55	1,693	995	344	299	142	83	$141,035
Totals 1953-54 and 1954-55							
	3,178	1,732	578	523	271	153	$262,813[c]
Gains 1953-54 over 1952-53							
	—	150%	99%	230%	330%	133%	250%
Gains 1954-55 over 1953-54							
	12%	35%	47%	33%	10%	20%	19%

[a] No Project existed during 1952-53.

[b] Qualification on basis of school record.

[c] Includes $215,018 in scholarships from colleges and other sources to 271 students, and $47,795 to 153 students from NSSFNS supplementary scholarships.

drive and courage to embark on an entirely new life, awaited word from the colleges. Nine out of ten, or 523, were eventually accepted by 138 non-segregated colleges and universities throughout the nation. An undetermined majority of the rest of the qualifying 1,156 went on to Negro institutions. Only a very few did not go to college at all. This, in itself, is an indication of the stimulation toward higher education that NSSFNS gave.

Just how strong a stimulant the Southern Project proved in locating successful applicants can best be demonstrated by Table I, which compares the last NSSFNS pre-Project year with the two years of the Project and charts the gains. In the pre-Project years, only some of these schools were visited once each year, the others were handled by mail.

Evaluating results

With these results in hand, NSSFNS began an analysis of what the figures meant. The gains of the second year over the first showed that the intensive personal attention given to students in the better schools had paid solid educational dividends. Interpretation of the aptitude testing, however, called for new insight: standard evaluations did not seem to apply in the case of these culturally and economically deprived students. Within the top 10 percent of the seniors in the very same schools, the scores ranged tremendously; students scored from below the lowest scores among all public high school students taking the regular College Board tests, all the way to the one tenth ranking highest among the national group.

This wide range of scores within a group whose actual high school marks varied little showed that deep motivational and cultural differences were present. This was also borne out by the smaller increase in the number of students completing applications to interracial colleges. Three factors seemed to be responsible: (1) reluctance on the part of both students and parents to venture out of a life-long segregated environment; (2) fear of not being able to meet the comparatively difficult scholastic standards and the higher financial costs of interracial colleges; and (3) the influence of parents, principals, teachers, and counselors in favor of the nearby, pre-

dominantly Negro colleges, often their alma maters. Those who decided to go out of the South had to overcome these deterring influences, as well as their own anxieties. They had to have both drive and courage.

These cultural and motivational lacks, it was found however, are rapidly bolstered by the new and more challenging environment of the college campus. There is strong evidence from the follow-up study of the college records of these students that those from culturally deprived groups are likely to do better in college than their aptitude tests predict. Furthermore, the evidence is equally strong that aptitude tests, for deprived students, tend to measure what they *have* learned rather than what they *can* learn. Although scholastic aptitude tests can be misleading for these students, no culture-free tests have yet been developed which can reliably predict intellectual potential. Until they are developed (if they ever are), a sweeping review of how aptitude test scores are interpreted and used for students from deprived cultural backgrounds is strongly indicated.

Moving from the specific to the general lessons learned from the Project, NSSFNS felt that its field program emerged as an important liaison with the Southern schools visited. By offering information about a number of colleges, not ordinarily thought of by Southern Negro students, NSSFNS felt its services were more effective for the students than are visits by representatives of the few individual colleges which reach these schools. NSSFNS did not promote any specific colleges, it merely helped students make their choice on the basis of their own interests, needs, and qualifications. Fitting the right student to the right college could then be accomplished without any of the pressure inherent in the job of the visitor from an individual college.

School counselors, also stimulated by the Southern Project, will be a continuing means of raising educational sights. The Project's intensive field program provided a large-scale training course for many counselors, thus significantly broadening guidance horizons in the South. Counselors were invited to sit in on student conferences with the field directors, the techniques learned thus becoming part of the counselor's permanent equipment.

Concurrently, counselors became aware of the possibilities of "two-way

integration." Through its "two-way integration" program, with grants from the New York Foundation and the Old Dominion Foundation, NSSFNS has been trying to speed the enrollment of students of the other race in formerly monoracial Southern undergraduate colleges which sought or seek to become interracial. Thus, numbers of students, discovered through the Southern Project, have been able to go to interracial colleges near home, as both NSSFNS projects complemented one another.

The finances

The need for supplementary scholarships was amply confirmed by the Southern Project. The NSSFNS files show that, of the 1,800 institutions of higher education in the United States, less than 1 percent are financially able to give full scholarships including room, board, and tuition. Probably less than 20 percent can afford even full tuition scholarships. This leaves the great majority of scholarship students, with little or no family help, dependent on non-college aid. Of the students receiving college scholarships under the Southern Project, more than 70 percent felt they needed additional help. The Board of Trustees of the NSSFNS Supplementary Scholarship Fund decided that about 80 percent of these candidates qualified on both merit and need.

The average breakdown of the budgets of the 193 Project students who were accepted at interracial colleges, who received partial college scholarships, and who applied to NSSFNS for added financial aid, was as follows: The average cost for a college year was about $1,400; college scholarships averaged about $400, and students estimated that they could expect about $650 from family funds and money earned during the summer months. This average total still left a gap of about $350 for each student, a sum which, though comparatively small, could have blocked the student's college career if it had not been available. This $350 — the average award — came from the NSSFNS Supplementary Scholarship Fund. The 193 applicants asked for some $60,000; NSSFNS gave $48,000 to 153 boys and girls, in addition to the $215,000 given them in college awards.

It is impressive that colleges and a few other sources gave scholarship awards of some $215,000 to 271 students admitted to interracial institutions, in spite of their relatively poor showings on the Scholastic Aptitude Test. But money, or rather the lack of it, still can be a serious deterrent to students wanting a college education in a biracial atmosphere. Many of the qualified students have preferred to go to Negro colleges instead, because the costs are so much lower.

The follow-up study

What of those students who did successfully move on to college? How did they make out financially, socially, personally, and educationally? NSSFNS conducted a one-year follow-up survey of 167 students discovered during the Southern Project. Most of them had a history of relatively poor secondary schooling and a record of growing up with little personal contact outside their own racial and social groups. Wrenched from this environment, how did they do?

Educationally, almost all of the students studied were successful. And, strangely enough, the students from deprived families did better, on the average, than those from the higher social and economic level. For example, while 45 percent of the students from higher status families received college grades above C, more than 80 percent of the lower status students received college grades above C. And, even more strangely, these grades were obtained in the prestige and non-prestige colleges alike. Some 70 percent of the deprived students (as measured by their parents' educational backgrounds, occupations, and family income) obtained grades above C in the "prestige colleges." In the same institutions, only 48 percent of the higher status group had grade averages above C. Further data revealed that the grades of students tended to improve between the freshman and sophomore years.

Grades, NSSFNS discovered, were also tied to social and personal adjustment. For instance, students who participated in extra-curricular activities got better marks. Those who were leaders in such activities did still better

than those who only participated. Those who dated and had a satisfactory number of friends also were on the top of the score card, and those who, in addition, worked for pay, did the best of all.

An example of a NSSFNS boy who adjusted well is Robert Earl Hood, who, in September of 1956, entered his senior year at Ohio Wesleyan University. Hood is the son of a Louisville hotel maintenance man, who completed high school, and a launderess, who only went through the eighth grade. His ambition is to become a minister. During his first three years at Ohio Wesleyan, he managed to maintain an average between B-plus and A-minus. He has sung with the glee club and the a cappella choir, and is president of the Young Democrats. An outgoing, outspoken boy, he is also a member of the University debating team. He writes for the Ohio Wesleyan *Transcript* and is treasurer of his fraternity, Beta Sigma Tau. Last spring he was elected vice-president of the Student Government Association by a write-in vote — the first Negro in the University's history to obtain such an honor.

NSSFNS has given Hood an annual supplementary grant of $350. The college awards a scholarship of $325, the Hood family adds $450. The balance of his expenses are made up by his summer jobs and his work in the Wesleyan library.

Equally able to manage his even more difficult finances is Clarence Joseph Irving, a senior at the College of the Pacific in Stockton, California. This New Orleans boy was receiving a $200 scholarship from the college (later raised to $300 in his junior year). He holds a college job which pays $125 a year, and gets an annual grant of $400 from NSSFNS. He is able to raise the remainder of the $1,600 costs himself, each year earning some $900 from odd jobs and from serving as house boy for his fraternity. Yet he finds time to be president of the Philosophy Club — the first Negro to do so — and to be active in campus religious affairs, as well as taking on the duties of scoutmaster in the Boy Scouts of America. He is a member of the varsity track team. Significantly, he ranked ninth in his class in his freshman year, and he advanced to third as a sophomore. In his junior year he won 4 A's, 3 B's, and one C.

Irving and Hood are only two of several hundred NSSFNS students who are proving that financial pressure does not seriously hamper the student's academic success. Quite to the contrary, the students who earned the largest part of their expenses were more likely to take on extra-curricular activities and then to lead them. They also made good personal and social adjustments in their non-segregated colleges. Their records, made under initial uncertainty and with continuous effort, should deeply encourage their schools and their fellow students in the South. They themselves were the *raison d'être* of the Southern Project; their achievements are the Project's pride and chief reward.

Community self-service

The returns from widespread local talent searching throughout the country can add greatly to trained manpower. The success of the Southern Project, even with its limited scope, is dramatic evidence that talent is there for the finding, not only among Negroes but among all educationally deprived groups. The combined talent search and supplementary scholarship program increased admissions from these groups to interracial colleges by more than 200 percent in the first year, and by an additional 33 percent in the second. With larger resources devoted to guidance, and with a program to identify talent earlier, the number of successful applicants among Southern Negroes alone could easily reach 1,500 to 2,000 within a few years. Even this estimate of less than 2,000 might, for a number of reasons, turn out to be markedly conservative. The NSSFNS testing program was limited only to the strongest schools and to the top tenth of the students who were already pursuing a college preparatory course. Were all Negro seniors in every accredited school tested, the qualifying group might be as high as 5,000 — although it is highly doubtful that all of them would be material for interracial institutions because of low school grades or having chosen the wrong courses; a further gain could be made by testing seniors in nonaccredited schools. An even greater advance will doubtless come from the steady quantitative and qualitative increases in secondary school opportunities for Negroes in the Southern states. The Southern Regional Education Board predicts an increase of almost 50 percent between now and 1968 in the Negro high school population of the South. Not only can more students be expected to qualify in the near future, but trends toward desegregation in the region, accelerated by the 1954 Supreme Court decision, will result in more of the qualifying pupils desiring admittance to interracial colleges.

In his book *The Negro Potential,* Eli Ginzberg points out that if education for all the Negroes in the United States were raised to the level of that of whites in the North, the number of high school graduates would jump tremendously. From a 1950 total of 65,000, says Ginzberg, Negro high

school graduates all over the country would increase to 158,000 annually.

Projecting these figures to include all the nation's educationally deprived groups who do not now graduate from high school, an estimated 1,000,000 boys and girls of 2,500,000 annual "drop-outs" would be added to the numbers of high school graduates each year. This gigantic pool of better-trained young people would also yield a substantial number of college candidates. Based on present figures alone, which show that about 25 percent of all high school graduates do go to college, the number of those going on to college from these groups could be increased by 250,000 a year. With better guidance, better courses, and better planning, even this 250,000 could be substantially enlarged and added annually to our reservoir of manpower trained to its fullest potential.

By far the greatest gain in the search, however, would come about through earlier identification, more intensive guidance programs, and enriched curricula for the promising, a "digging down deeper," which ideally might go as low as the third grade. Through this deeper digging, a larger number of able students could be encouraged to pursue a college preparatory program instead of being shunted or drifting into vocational or so-called general courses. If the yield were as great among twelfth grade students as the Southern Project revealed it to be, it could be progressively multiplied by earlier searching.

A Blueprint for talent searching

The logical road to the fullest development of our manpower, however, is not through more programs brought into local communities from the outside; rather it must stem from the efforts of local communities themselves. Any community can move effectively to develop its own human resources, given the desire, some knowledge, and the willingness to make the necessary funds available. Only some stimulus and perhaps technical assistance need come from the outside, and even that is not always necessary.

The six steps which a town or city in Florida, Michigan, or Oregon need

take towards tapping and developing the potential talent among its young people are as follows:

I. Representatives of active and responsible community organizations and agencies concerned about any condition affecting the quality or the equality of education offered in the local schools must convene and organize, however informally, and agree to address themselves to the correction of the condition or conditions with which they are concerned. The necessary factors for success are (1) to have significant and legitimate goals; (2) to represent a significant segment of public opinion; and (3) to have access to sympathetic, enlightened, and liberal public officials.

II. The new coordinating group would then move to the definition of its goals, its staffing, and its budgeting for the duration of its activities.

III. The next step would be the development of techniques and methods for arousing public opinion in favor of the group's goals, and putting them into effect.

IV. Once a favorable community climate has been aroused, a specific program for the achievement of the group's goals should be formulated in conjunction with the local school board, school officials, and other interested municipal officials. The more sympathetic are the officials, the easier this step will be. If none of them are, the group will have a real political fight on its hands. If this fight can be won, it will probably be won through the press or at the next local elections.

V. Following along, in natural sequence, will be the question of funds for putting the formulated project into effect. In some cases, the current school budget or the next year's will be sufficient; in other cases supplementary private funds will have to be raised from local or national educational organizations, from foundations, or from individuals.

VI. The final step, of course, is the launching of the program, one of the keystones of which presumably is a talent search, under the joint aegis of the school board, representatives of the catalyzing group, and co-sponsors of the project, if any.

How it worked in New York City

There is no better way of illustrating how all of these steps can come about than by the story of what happened, and is still happening, in New York City during the past few years.

By 1953 the Negro as well as large segments of the liberal white population of New York City had grown increasingly dissatisfied with a public school system which was, in fact, if not by law, racially segregated. The dissatisfaction, stimulated by the Supreme Court decision of May, 1954, erupted into the foundation of the Inter-Group Committee for the New York Public Schools, a coordinating committee of existing educational, social action, and social welfare organizations, such as the NAACP, the Greater New York Urban League, the Northside Center for Child Development, the American Jewish Committee, and NSSFNS. Through a series of public addresses, chiefly by its chairman, Dr. Kenneth B. Clark, public meetings, and press conferences, the interest of a sympathetic Board of Education President, now New York State Comptroller Arthur Levitt, was attracted. In a wise effort to take the controversy out of argument and into fact, Colonel Levitt requested the Public Education Association to make an objective study of the racial composition of the New York public schools, as well as of the educational opportunities which they offered. The study showed an overwhelming incidence of racial segregation, not because of any deliberation on the part of the Board or school staffs, but largely as a result of residential segregation. The study also showed lower educational opportunities and markedly lower achievement in the predominantly nonwhite schools. The Board of Education accordingly, after passing a resolution condemning *de facto* segregation in the same terms as the Supreme Court had condemned legal segregation, authorized the appointment of a Commission on Integration to receive, study, and implement the PEA report and to do whatever else was necessary to promote equal, but not separate, educational opportunity. The word "equal" there will benefit white students too, for they are now part of New York's talent search.

The Commission divided its work into six areas, each to be the concern

of a subcommission. Three of these subcommissions were concerned mainly with educational, as distinguished from racial, problems. They were, respectively, on "educational standards and curriculum"; "guidance, educational stimulation, and placement"; and "teacher assignment."

If all the recommendations of just these three subcommissions are ultimately put into effect, as approved by the Board of Education, they will result in more improvement in instructional and guidance facilities in all the schools than they have enjoyed in many years, quite aside from the racial benefits. This improvement would effectively demonstrate the lion-strength of an aroused community.

The guidance subcommission most closely related to talent made seven recommendations; the first six were concerned with more guidance and the raising of educational sights in *all* the schools. Since these six recommendations could not all be put into effect until a more adequate school budget was assured, the seventh recommendation, the one pointed directly at talent searching, proposed a demonstration project in the "early identification and educational stimulation of able students from low status socio-economic homes."

This is how the largest community in the United States found itself in the talent-searching business.

From the particular to the general

The general pattern can be used in any community — it need not necessarily stem from segregation. It will be noted how closely the pattern follows the general outline of the steps on page 21. The first step was the formation of the Intergroup Committee, "representatives of active and interested community organizations concerned with a condition affecting the quality, as well as the equality, of education offered in the city."

Such a group ideally should, and in this case did, "represent as many segments of enlightened and liberal public opinion as possible." These groups should, and in New York did, have in their membership people with public relations skills, and others with knowledge of education in general

and the community's own school system in particular. The membership should include representatives of as many racial, religious, political, and economic elements as possible. It should include individuals with access to public officials, and at least one member whom "stand-patters" would regard as a congenital "trouble maker."

Once the group has been organized and its goals defined, the second step is the consideration of staffing and budget. In New York, because of a few dedicated people who were willing and qualified to give generously of their own time and office facilities, no paid staff and accordingly no committee budget was needed. Ordinarily, at least a part-time executive secretary and a clerical assistant with office space would be desirable. A budget of $10,000 a year could easily provide these services.

The importance of including professional educators in the group cannot be overestimated. A few of the Inter-Group Committee's leaders were appointed to the Commission on Integration. Because they happened to be educational or guidance specialists, the subcommissions to which they were appointed as chairmen were able to make recommendations speedily which were aimed at key problems in the schools and, at the same time, were acceptable to school officials. Other subcommissions, whose chairmen were drawn from other vocations, had more difficulties with their solutions — thus the desirability of the inclusion of qualified professionals on local committees.

In the case of the Commission's staff and budget, a member of the Board of Education became the volunteer Co-ordinator for the Commission. The Board furnished a professional assistant and a small clerical staff.

The third step is the arousing of public opinion. The most effective techniques used first by the Inter-Group Committee, later by the Commission on Integration, for arousing and channeling public opinion were addresses at public dinners, press conferences, and public meetings. These techniques however would vary according to the size and nature of the community structure and climate. They would be effective today in most Northern and border state communities — ineffective today, but perhaps less so tomor-

row, in the deep South, where the white and Negro communities for the most part still have opposite goals and little communication.

Once public opinion has been aroused, the sequence goes into the fourth step: the formulation of a specific program in conjunction with the school board and staff. The New York City Junior High School Demonstration Project, proposed by the Sub-Commission on Guidance, Educational Stimulation, and Placement, and later adopted by the full Commission on Integration and the Board of Education, is an attempt to build into the staffs of the schools themselves the kind of services NSSFNS offered the high schools in the Southern Project, with one important difference. The Southern Project concerned itself with twelfth grade students only. Many had already been lost on the way because of these three important lacks: incentive, awareness of opportunities, and money. The demonstration project starts with seventh graders, to catch these students *before* they are lost. The ideal time to start of course would be the third grade, when children have their first formal examinations, but progress often must be made through compromises between the ideal and the attainable.

The fifth step, consideration of a project budget, follows naturally, and, in New York's case, it followed early. The school budget and available counseling personnel permitted absorption in the first year of only about two thirds of the $60,000 additional cost of the project. Accordingly, NSSFNS and the College Entrance Examination Board, both long interested in talent searching and development, agreed to become co-sponsors with the Board and its Commission and to supply the balance of the funds needed for the project's first year.

This additional cost would not necessarily be so great in other communities. New York's junior high schools, with enrollments up to 1,600 each, have less than one guidance counselor to a school. To bring this counselor-pupil ratio down to the 1:250 provided for in the Project, required the assignment of three additional full-time counselors to the school, plus auxiliary psychological, psychiatric, and case work services. The cost in schools already having more favorable counselor-pupil ratios and more clinical services would drop proportionately.

The talent search

The sixth step is, of course, the talent search itself. The objective of New York's six-year program — probably the first of its kind ever undertaken — is clear: "the early identification and educational stimulation of able students from low status socio-economic homes." Beginning in the seventh grade, these able students, as the sponsors point out, can be found and encouraged toward college even though they had not planned to continue their education beyond high school.

This pioneer effort at Manhattan's Junior High School #43 has been carefully planned. Learning from the combined experience of the New York City Schools, the College Board, and NSSFNS, the co-sponsors hope to develop at least an approach to nonverbal, less culture-biased tests which will have better predictive value for deprived groups than tests now in use. The school's student body comes largely from low socio-economic status groups and a mixed ethnic population. The school itself is near a good academic senior high school where the project will continue. There is at least one guidance counselor for every 250 pupils, and there is a projected parent involvement program which can, if necessary, be supplemented by home visits to the end that parents may become a positive influence in their children's educational and career planning. Three additional classroom teachers offer remedial reading and arithmetic, as well as curriculum enrichment.

As each ninth year class is graduated from junior high school and admitted to senior high, one guidance counselor will move along with the group to the nearby George Washington High School. School records are coordinated and centralized for easy references. In families where they are needed, psychological, case work, and psychiatric services are provided. Eventually, comparison of high school and college success with previous ninth grade groups in this and another school will provide the means for evaluating the project. The incidence of increase in successful college candidates will be the measure of the Project's success.

This New York junior high school talent search, it is hoped, will be a

pilot project for other local programs, throughout the nation, designed to uncover the gifted who are now neglected. It wisely goes beyond one racial group (the Negro which NSSFNS investigated) into other ethnic and socio-economically deprived groups. The long-term involvement of parents will remove in many cases at least one stumbling block which can confuse and upset college candidates. The six-year duration of the program should give boys and girls an unprecedented chance to develop to their full capacities under expert advice. In the long run, more such programs would also cut heavily into school "drop-outs" — the student departures from all further education at the legal school-leaving age of sixteen.

Talent searching projects, in general, on any school level, should have seven major components:

I. Identification of promising students and discovery of their aptitudes, interests, and aspirations.

II. Stimulation and motivation of promising students.

III. Increased awareness on the part of counseling and teaching staffs about college admissions, as well as scholarship policies and practices, followed by transmission of this information to students.

IV. Enrichment of the curricula of promising students.

V. Application of the techniques of individual and group guidance, parent involvement and education, plus clinical services, where necessary.

VI. Involvement of classroom teachers in the project thru workshops, in-service training courses, and staff conferences.

VII. Finding the necessary financial aid for the successful candidates.*

* See Appendix I: Syllabus and Budget for New York City Demonstration Project, Junior High School #43, Manhattan.

In carrying out the first stage of New York's talent search, identification of promising students, the guidance personnel work with classroom teachers who know the students best in order to spot the college-able among their own pupils. Under the present plans, talented pupils who do not come to the surface through existing culture-biased standardized testing will be re-

ferred by classroom teachers to counselors for further analysis and encouragement, as well as for testing with experimental instruments constructed with a minimum of cultural bias.

The second stage is the vitally important stimulation of motivation, of assuring both able pupil and parent not only of the vague possibility but of the concrete probability of a college education and of its real importance in present-day society. The ignorance and fears about college entrance requirements are far more widespread than imagined. Information, readily available to prospective candidates, coupled with encouragement to go ahead with college plans, can and does help tremendously to alleviate baseless doubts.

To accomplish these goals, the school counseling staff will have to be more aware of college admissions policies and scholarship opportunities from all sources. They must maintain a continuing relationship with the admissions and financial aid offices of hundreds of colleges, as NSSFNS does. They must remain constantly alert to potential ability and latent aspirations. In the Negro segments of the South, it is particularly necessary that they become more aware of the possibilities for Negroes in interracial colleges, at the same time readjusting their counseling schedules to conform with the deadline dates of northern colleges.

In the area of curricula enrichment, every student with the apparent ability to profit from college must be offered the minimum subject requirements for college entrance: usually four years of English, three of mathematics, three of social studies, a laboratory science, and, preferably, at least two years of a foreign language. The superior students should have this curriculum enriched with accelerated courses, including mathematics beyond intermediate algebra and plane geometry, a second foreign language, and a second laboratory science.

Other important features of such talent searching programs include group guidance sessions, parent education, clinical services where needed, and a training program for teachers through workshops, in-service courses, and staff conferences with the counseling staff.

A new approach to guidance

Furthermore, a sweepingly different approach in most school and community thinking is needed. Such a change has been well summarized by Charles R. Langmuir of the Psychological Corporation in his October, 1955, paper, "The Problem of Scholarship Planning," the report of the Twentieth Educational Conference, sponsored by the Educational Records Bureau and the American Council on Education. "For some years now," said Langmuir, "the secondary school has acknowledged the need for identifying and guiding into new channels the pupil whose aspiration is not fitted to his talent. With respect to advising pupils who entertain ideas of college but who are not endowed with the requisite abilities, the operation can best be described by the term *'negative switch-guidance.'* It is not as easy as the metaphor suggests. Nevertheless schools have been practicing the art for several decades. The new feature of the present day is the need for *'positive switch-guidance,'* namely, identifying the college-able pupils whose ideas do not include the thought of higher education, and guiding them into college channels. We are running out of educated people. We need more than we are producing. They must come from the schools. . . .

"The crucial locus of the manpower problem lies in the secondary schools — probably in the junior high schools. The basic problem is to create the attitude in the mind of the pupil. The college-able but job-oriented high-school youth must have his sights on the future lifted. This activity, which must become the responsibility of the school and the other local agencies dealing with our teen-age population, I call *'positive switch-guidance.'* . . .

"The problem as I see it in the future is how to make 'positive switch-guidance' effective. . . . Whatever ways we find to accomplish the desired results, we can be sure that the work will be done in the local community. . . . The switch-guidance function proceeds in three steps: (1) identifying the college-able pupils who are not thinking of education beyond the high school; (2) stimulating the idea of college — creating the aspiration in the mind of the pupil; (3) supplying the practical know-how, particularly the know-how required to meet individual financial difficulties."

A new approach to financial aid

The final stage of the talent search is the recognition that these methods for finding talent and raising educational sights, this know-how for getting into college — while all irreplaceable parts of a blueprint for talent searching — come to nothing without the necessary financial aids. Large enough scholarships — large numbers of them — and campus jobs and loans, based on promise as well as developed ability, must be made available to deprived youngsters who cannot compete in the general scholarship programs. For those who say that such "scholarships of promise" are a dubious investment, the 271 Southern Project students who won more than $215,000 from colleges, not completely sure of the student's success, stand in direct contradiction. If young people knew at the beginning of the ninth grade that substantial college scholarship help was available to promising students, it is certain that a far larger number would do better in high school.

Many colleges are already offering such aid, often in the form of grants-in-aid, loans, and jobs. So far the nationally competitive programs are not. Until they do, most college aid is still insufficient in amount to provide for the student with little or no help from home. Supplements are still needed to bridge the gap. Providing these supplements would seem to be the final and attainable function of a local group — raising funds to help local students bridge this gap — averaging about $400 per student per year. The community will reap a handsome return in well-trained native sons and daughters coming back to work on higher occupational levels.

A blueprint for talent searching can be put on the drawing boards of any community. All of the community elements, however, schools, business, organized labor, parent-teacher associations, the churches, boards of education, and both interested and recalcitrant parents, as well as the students themselves are needed to carry it through. Only thus can the slag heap of the undereducated begin to be replaced by a rich stockpile of trained manpower. As Americans, we want this to happen. Such programs as the Southern Project and the New York City Junior High School Project prove that it can happen. With vision, planning, and financing, it will happen.

Appendix I

SYLLABUS FOR DEMONSTRATION GUIDANCE PROJECT IN A JUNIOR HIGH SCHOOL

This project is under the joint sponsorship of:

The New York City Board of Education
The Commission on Integration of the Board of Education
The College Entrance Examination Board
The National Scholarship Service and Fund for Negro Students

In accordance with recommendation #7 of the Sub-Commission on Guidance, Educational Stimulation, and Placement of the

Commission on Integration
Board of Education, New York City

Approved by:	Commission on Integration	March 2, 1956
	Board of Education	March 15, 1956

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I. *Objective*

The early identification and stimulation of able students from low status socio-economic homes.

II. *The Problem*

It is well known that tests of mental ability usually do not measure the full intellectual potential of children who come from low status socio-economic homes, or homes in which there is cultural deprivation. Neither do such children demonstrate the academic achievement that other, more privileged children of comparable ability do, with the result that relatively few of the under-privileged children pursue post-high school education, if indeed they complete even modified high school courses. In fact, experience with this type of student indicates that they tend to leave high school even before graduation and enter the labor market at, or shortly after, age sixteen.

In the concern for this type of child, it is proposed to institute a program for the early identification and stimulation of able students who are not now identified, and to combine this program with one of teacher education in the identification and stimulation of able students of the type mentioned.

The proposed study has, as one of its very important objectives, the search for potential college students among junior high school students who normally do not think of themselves as continuing their education after high school.

Specialized personnel cannot carry on this study without the help of classroom teachers. It is the teachers who know the students best and have most contact with them in the school. In the search for able students who are not discovered by standardized tests, classroom and subject teachers have the opportunity of uncovering hidden talent among the students and referring them to counselors. It is the teachers, also, who are in a strategic position to motivate young people in their classes to higher educational aspirations. An important aspect of this project must therefore be intensive teacher training, particularly with reference to better understanding of children, sensitivity to their needs, dynamics of behavior, informal approaches to studying children and their potentialities, and ways of improving motivation to learn.

This search for, and stimulation of, potentially talented students might serve as a pilot project for national programs aimed at the discovery of talent among young people who do not display their gifts because of lack of guidance, lack of motivation, or lack of information among the families of these children. It is felt that the study will show that diligent search by means of the best available techniques for the identification of the able, and efforts at raising sights of students and their families and motivating them to pursue higher education, will bring gratifying results.

III. *Analysis of the Problem*

Briefly, the complete study proposed above may be looked upon as involving several distinct phases:

a. *Identification of able pupils.* — Through the use of appropriate group and individual tests, supplemented by recommendations made by classroom teachers, those students who might profit from an intensive guidance program will be selected.

The problem of identifying pupils with academic talent is complex because it involves not only measures of academic aptitude and achievement but also the attitudes, interests, and motivation of the individual. For pupils who come from homes of low socio-economic status, the attitudes, interests, and motivation have a subtle but important cumulative effect on scholastic aptitude and scholastic achievement. For this reason, it is desirable to discover talent early and to stimulate pupils to develop their talents.

Tests and other techniques, including teacher and counselor observation and interviews with pupils, should be utilized to discover talent.

Rationale for an approach to identification of pupils with academic talent

Pupils who have spent their lives in homes offering daily opportunities for stimulation of academic interests and attitudes have been influenced and motivated by parents and friends toward admission in an institution, or college, devoted to higher education. They have been exposed from childhood to books, magazines, newspapers, cultural experiences of the family, and the occupational experiences of the parents. For such children, the usual tests of academic aptitude and academic achievement are good predictors.

Pupils who have spent their lives in homes usually of low socio-economic status, are deprived of the opportunities for stimulation of academic interests and attitudes, except in rare instances. Such pupils have been deprived of the motivation of books, magazines, newspapers, and cultural and academic occupational experiences of parents. For such children, the usual tests of academic aptitude and achievement may underestimate their potential ability.

All pupils with talent should be identified and stimulated to develop their potential abilities to the maximum. For children from the less favored home backgrounds, individual examinations of scholastic aptitude are recommended in addition to tests administered on a group basis.

We do know that tests of verbal and quantitative aptitude and school achievement are among the best predictors of scholastic attainments in high school and colleges. For these reasons such tests are suggested for use in identifying talented pupils. They are to be supplemented by other data from various sources and from various techniques or scales.

All tests and other instruments must be studied and analyzed for their predictive values and validities. For this reason, a variety of tests and techniques are recommended for experimental use.

Assumptions

It is assumed that "indicators" and "predictors" of academic abilities and talents will include not only standard tests, but also observations, teacher judgment, projective techniques, and attitude scales.

It is assumed that all methods of identifying and predicting will be tested experimentally for validity over a period of several years.

SPECIFIC TECHNIQUES FOR IDENTIFYING TALENTED PUPILS

In a special project in a New York City junior high school, enrolling pupils from homes of low socio-economic status, the following are some of the proposed techniques and tests to be studied for their value in identifying talented pupils.

— Cumulative record folder data, including test results, teacher's ratings, etc., from the elementary school.

— Group intelligence tests, such as:

Pintner Test of Mental Ability, verbal;
Lorge-Thorndike Tests of Mental Ability, verbal and nonverbal;
Davis Eels Test of Intelligence;
Cooperative School and College Ability Tests.

— Group achievement tests, such as:

Reading test (Stanford, Metropolitan, California, etc.);
Arithmetic test (Stanford, Metropolitan, California, etc.);
Iowa Tests of General Education Development;
Differential Aptitude Tests.

— Teacher and Counselor Observations and Judgments, such as:

Teacher observation and anecdotal records of potential academic talent not revealed by tests;
Teacher and counselor judgment based on interviews and experiences with pupils.

b. *Selection of school.* — The selection of the school in which the proposed study will be conducted should meet as closely as possible the following criteria:

(1) low status socio-economic population;
(2) mixed ethnic population;
(3) accessible to academic high school in which study will be continued;
(4) junior high school with outstanding and dedicated principal and counselor;
(5) coeducational school population.

c. *Development of an intensive, stimulating individual and group counseling program.* — This phase of the study will entail several approaches.

(1) providing one guidance counselor for at most every 400 pupils in the junior high school in which the study is conducted;

(2) instituting an expanded group guidance program, which will reflect more efficient use of the school library, visual aids, assembly programs, and use of community resources. With increased and trained personnel, it will be possible to improve a great deal on the group guidance program now in existence in every junior high school.

(3) developing a more intensive parent education program in school whenever possible, and through home visiting when desirable;

(4) coordinating and centralizing school records for guidance use;

(5) providing clinical services where needed, including psychological examinations, social work, and psychiatric consultation;

(6) whenever indicated, provide remedial work, curriculum enrichment, and opportunities for acceleration.

d. *Development of a training program for teachers.* — Through workshops, in-service courses, staff conferences, etc., this will be the obligation of the counseling staff in cooperation with the principal of the school.

e. *Follow-up in senior high school and college.* — This would call for a continuation of the intensive program described above.

Beginning with the second year of the study, students who have been guided from the ninth year of the junior high school will need to have available to them guidance services of the same intensity as is planned for the junior high school. To the extent that it is possible, students in this project should be placed in a limited number of academic high schools to permit reasonable accessibility to them, and to make possible the provision of intensive guidance services. The students in the senior high school will continue to be the responsibility of the guidance and research staffs. As each ninth year group is graduated from junior high school and admitted to a senior high school, one guidance worker will be transferred to the senior high school along with the group.

f. *Length of proposed study.* — The study is planned for a period of six years to permit the youngest group in the study population (7th grade of junior high school) to complete the 12th grade of the senior high school and apply for college admission.

IV. *Research Procedures*

Subproblem	*Approach*
(1) Identification of able students. Since the students under study are usually not properly measured by objective instruments, it is necessary to use every possible device that will give clues to the abilities of these students.	(1) Comparative study of group and individual intelligence test scores, verbal and nonverbal test scores, "culture-fair" test scores, projective techniques, achievement test scores, rating scales, record and teacher judgments to determine best predictors of ability.
(2) Intensive counseling program.	(2) Evaluation of effectiveness of program via "Evaluative Criteria" techniques, interview and observation. See (3) below.
(3) Teacher training.	(3) Evaluation of effectiveness via "Evaluative Criteria" technique (Cooperative Study of Secondary School Standards), reports of supervisors, observation, interview, self evaluation.
(4) Follow-up.	(4) Interview with students, school grades, test scores, parent response. See attached list of tests and forms.
(5) Job placement and financial assistance.	(5) For those pupils who require it, part-time and full-time job placement services will be made available, and grants-in-aid will be made as funds are available.
(6) Comparison group.	(6) Study of comparable population in previous years to learn number completing high school, number entering colleges, etc., from data in the selected school.

(7) Records and record keeping.	(7) The development of appropriate records to include background data, test results, interviews, observations, contacts with outside agencies and like information will be a joint responsibility of the Bureau of Educational and Vocational Guidance and the Bureau of Educational Research.
(8) Evaluation.	(8) By comparison with previous ninth year groups in the same junior high school, the staying power in high school, the incidence of academic course selection in high school, and the incidence of success in admission to college will be used as basis of evaluation.

V. *Criteria for Selection of Personnel*

Counseling personnel selected should be well trained in guidance and education, should have considerable experience in the guidance of many types of children, including superior students, slow learners, students of various ethnic groups, and students from low socio-economic status homes, should be oriented to the problems of various ethnic groups and socio-economic and cultural levels, and above all should be dedicated to the service of underprivileged children. Insofar as possible, these guidance workers should have experience both in junior and senior high schools.

VI. *Implementation*

The responsibility for the conduct of this study is to be shared by the Bureau of Educational and Vocational Guidance and the Bureau of Educational Research. The former agency will undertake to screen pupils to organize the intensive counseling and teacher training programs which are projected; the latter will supervise the evaluative and research aspects of the program.

VII. *Staff and Budget*

The attached budget statement outlines the staff and materials planned for carrying out this project.

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street, Brooklyn 1, New York
Bureau of Educational and Vocational Guidance

BUDGET FOR A DEMONSTRATION GUIDANCE PROGRAM IN A JUNIOR HIGH SCHOOL OF 1,600 PUPILS

(In accordance with Recommendation #7 of the Sub-Commission on Guidance, Educational Stimulation, and Placement of the Commission on Integration of the Board of Education)

A. Estimated Cost of Personnel

1. Two licensed educational and vocational counselors @ $7,600		$15,200
2. One psychologist (⅓ time)		2,500
3. One psychiatrist (⅕ time)		2,000
4. One social worker (⅓ time)		2,500
5. Two substitute teachers to relieve two qualified guidance persons now serving as teachers in junior high schools	@ $5,000	10,000
7. Three additional remedial English and Mathematics teachers	@ $6,000	18,000

B. Estimated Cost of Materials and Supplies

1. Library materials	$ 250
2. Audio-visual aids	250
3. Test materials for 1,600 pupils	1,600
4. Guidance record forms, office materials, telephone, etc.	1,000

C. Scholarship Fund

For 15 pupils, $5 per week, 40 weeks per school year $3,000

Note: At the end of the first year of the project, the positions assigned to the ninth year of the junior high school would be allocated to the tenth year of the senior high school which the project students will attend.

Subject to the budget granted the Board of Education for the next school year, the Board proposes to furnish personnel and materials covering approximately $39,000 per school of the above $60,000 total per school.

Approved by
ADVISORY COMMITTEE 5/25/56

Appendix II

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